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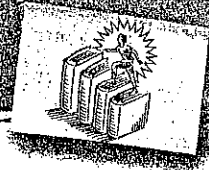
Date \_\_\_\_\_

Class \_\_\_\_\_

**Active READING GUIDE**from ***La Relación*** by Álvar Núñez Cabeza de Vaca (page 62)

Cabeza de Vaca's *La Relación* provides insight into how Europeans viewed the indigenous people of the Americas. In this excerpt, the narrator characterizes them in different ways. Although he speaks of their generosity, his bias against them is also evident. As you read, complete the chart below, noting the narrator's positive and negative characterizations of the indigenous people.

Positive Description	Negative Description

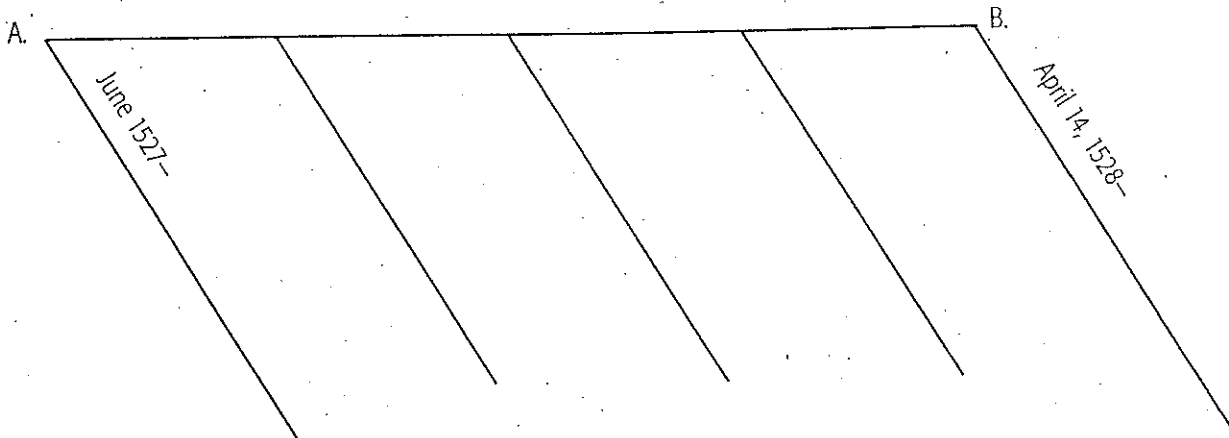
**ENGLISH LANGUAGE LEARNERS**

from *La Relación* by Alvar Núñez Cabeza de Vaca (page 62)

**Sequencing Events**

A **time line** shows the sequence in which events take place. Making a time line can help you understand and remember the order in which events in a narrative take place. The time line below shows two dates in the Spanish explorer Cabeza de Vaca's journey to the New World. Many things happened between those two dates.

**Exercise A** First, reread the selection from *La Relación*. Then find at least three events that took place on the journey. Add them to the time line. Use your time line to help you compare ideas with a partner. Add any events that you do not have.

**The Journey of Cabeza de Vaca**

**Exercise B** Write a summary of the selection on the lines below. Remember to use dates and words that indicate sequence.

**Example:** In 1527, ... Then ... Finally, ...

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The **narrator** tells what happens in a story. In nonfiction, narrators recall what they consider important and relate events in a way to suit their own purposes.

Quote lines from the excerpt from *La Relación* to create an overview of Cabeza de Vaca based on the way he narrates these different parts of his story.

<b>1. Reaching land</b>
<b>2. Encounters with Native Americans</b>
<b>3. Fears</b>

Rewrite the events on page 62 in *La Relación*, using the sailing master as narrator.

# Vo·cab·u·lar·y

## PRACTICE

### from *La Relación* (page 61)

#### VOCABULARY

ration *n.* fixed portion or share

rouse *v.* to awaken from sleep

revive *v.* give new strength and vitality, or to bring back to consciousness

embark *v.* to set out on a venture

#### EXERCISE A Words in Context

Write the word from the word list that belongs in the blank in each sentence.

1. He was in such deep slumber that my loud call did not \_\_\_\_\_ him.
2. After months of planning our journey, we were ready to \_\_\_\_\_.
3. During the war, each family received a daily \_\_\_\_\_ of food and water.
4. I am hungry and hot, but dinner and a cool shower should \_\_\_\_\_ me.

#### EXERCISE B Applying Meanings

Write the vocabulary word that completes each poem.

1. There's no reason to dally any longer.  
Our good-byes have all been said.  
Life is full of new adventures.  
Let's \_\_\_\_\_. Full speed ahead!

2. Meat was scarce,  
Though I must confess:  
I ate my \_\_\_\_\_;  
Then I ate the rest.

3. The sun baked down upon us  
As we labored in the field.  
We sang to \_\_\_\_\_ our spirits;  
To fatigue we would not yield.

4. Each morn, Oh Glorious Sun,  
You send your golden beams  
Into my room, across my bed,  
To \_\_\_\_\_ me from my dreams.

#### EXERCISE C Responding to the Selection

On the back of this sheet, write a conversation that the Native American people might have had among themselves to determine how to help Cabeza de Vaca and his remaining crew after their boat capsized. Use at least TWO of the vocabulary words in your conversation.

from *La Relación*

**Interacting with Text ) Analyzing Mood**

The mood of a literary work is its atmosphere or emotional quality. An author can create a particular mood through word choice, subject matter, setting, and tone.

**EXERCISE A.** Read the following passage from *La Relación*. Notice the mood that the author creates.

<p>Since the surf was very rough, the sea wrapped all the men in its waves, except the three that had been pulled under by the boat, and cast them on the shore of the same island. Those of us who survived were as naked as the day we were born and had lost everything we had. Although the few things</p>	<p>we had were of little value, they meant a lot to us.</p> <p>It was November then and the weather was very cold. We were in such a state that our bones could easily be counted and we looked like the picture of death.</p>
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**EXERCISE B.** Read the following items. Follow the directions for marking the text. Then use the text you have marked to help you answer the questions or list terms on the lines provided.

1. Circle words and phrases in the passage that indicate where and when the action takes place. What is the setting of the passage? \_\_\_\_\_
2. Underline words and phrases in the passage that help set a particular mood. List these on the lines provided. \_\_\_\_\_
3. According to the passage, what is the condition of the men? \_\_\_\_\_

**EXERCISE C.** Read the following questions. Circle the letter before the correct answer.

1. What mood does the author create with the setting?
 

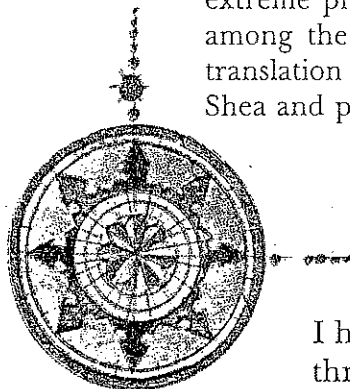
a. cautious	b. lazy but happy	c. cold and lonely
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2. What is a good description of the topic of the narrative?
 

a. adventures in the New World	b. hardships endured while exploring a new land	c. how to negotiate with people from another culture
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# Spanish Explorers in the Americas

During the sixteenth century Spain sent several expeditions to explore, conquer, and colonize the Americas. Fortunately, narratives of these expeditions have survived. The *Relación* of Alvar Núñez Cabeza de Vaca (äl'vär nōō'nyāth kā-bā'thā dā vä'kā) (1490?–1557?), first published in 1542, is an extraordinary document of American exploration. Cabeza de Vaca was a member of an expedition that set sail in June 1527 for Florida. The journey was dogged by misfortunes: two ships were wrecked; men deserted; many died. Finally, Cabeza de Vaca and a small party were shipwrecked on a narrow island off the coast of Texas. His narrative reveals the great hardships these men endured between 1528 and 1536 as they walked across Texas, New Mexico, and Arizona before reaching Mexico.

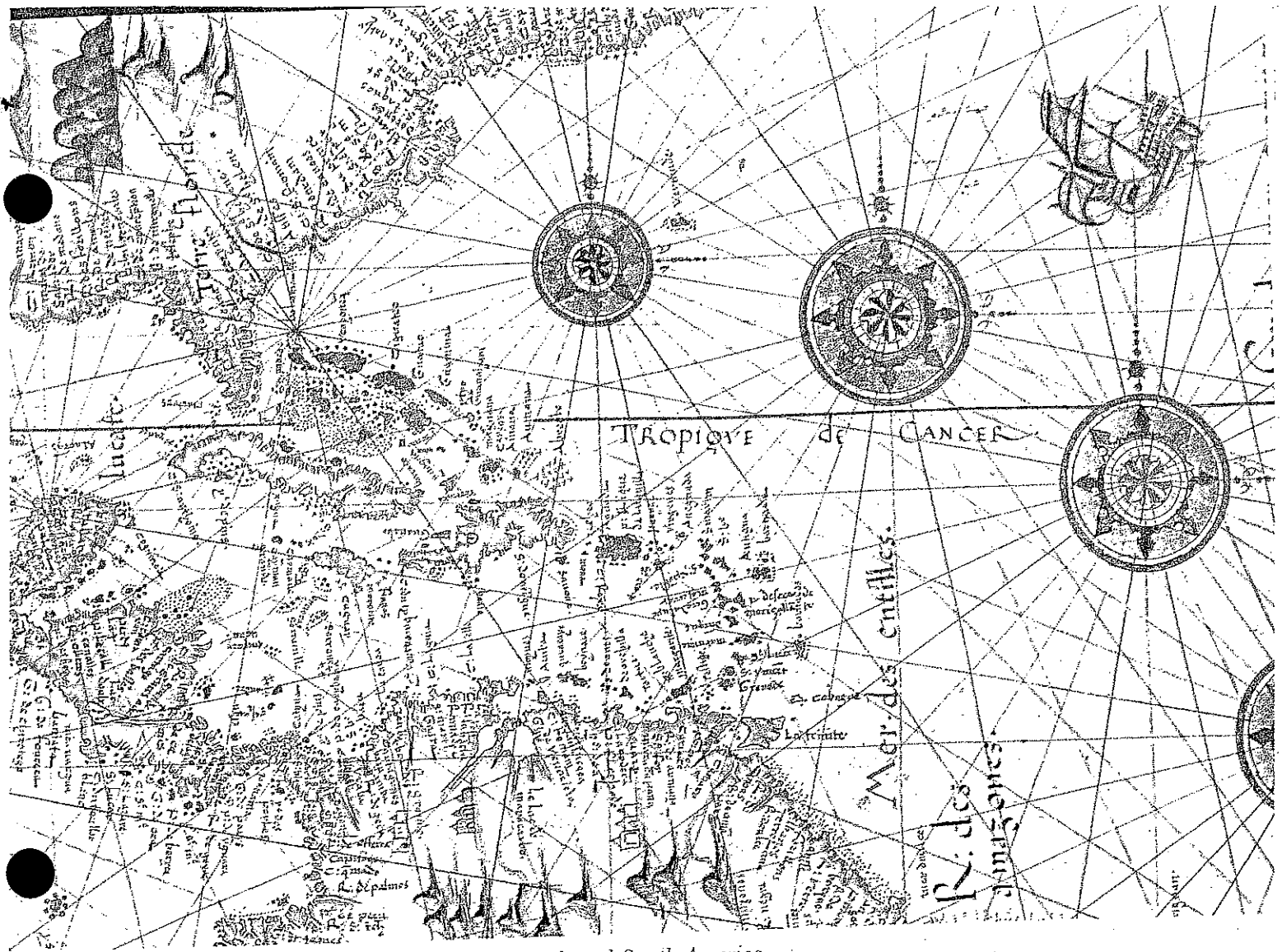
In the following excerpt from his narrative, Cabeza de Vaca tells of the extreme privations he and his companions suffered while they were living among the Avavares and Arbadaos. The text given here is based on the translation by Thomas Buckingham Smith (1851), which was edited by John Shea and published with additions in 1871.



I have already stated that throughout all this country we went naked, and as we were unaccustomed to being so, twice a year we cast our skins like serpents. The sun and air produced great sores on our breasts and shoulders, giving us sharp pain; and the large loads we had, being very heavy, caused the cords to cut into our arms. The country is so broken and thick-set, that often after getting our wood in the forests, the blood flowed from us in many places, caused by the obstruction of thorns and shrubs that tore our flesh wherever we went. At times, when my turn came to get wood, after it had cost me much blood, I could not bring it out either on my back or by dragging. In these labors my only solace and relief were in thinking of the sufferings of our Redeemer, Jesus Christ, and in the blood He shed for me, in considering how much greater must have been the torment He sustained from the thorns, than that I there received.

I bartered with these Indians in combs that I made for them and in bows, arrows, and nets.

We made mats, which are their houses, that they have great necessity for; and although they know how to make them, they wish to give their full time to getting food, since when otherwise employed they are pinched with hunger. Sometimes the Indians would set me to scraping and softening skins; and the days of my greatest prosperity there, were those in which they gave me skins to dress. I would scrape them a very great deal and eat the scraps, which would sustain me two or three days. When it happened among these people, as it had likewise among others whom we left behind, that a piece of meat was given us, we ate it raw; for if we had put it to roast, the first native that should come along would have taken it off and devoured it; and it appeared to us not well to expose it to this risk; besides we were in such condition it would have given us pain to eat it roasted, and we could not have digested it so well as raw. Such was the life we spent there; and the meager subsistence we earned by the matters of traffic which were the work of our hands.



*The Caribbean, Central America, and Portions of North and South America.*  
 From the Portolan Atlas by Pierre Desceliers, M. 506, f. 2, French (c. 1545).  
 The Pierpont Morgan Library, New York

Between 1539 and 1542 Hernando de Soto led an expedition through the Gulf States. An eyewitness account of this expedition was written by a gentleman from Elvas, a town in Portugal, and first published in 1557. In the following passage he records the crossing of the Mississippi, the "River Grande." Members of the expedition included Juan de Guzmán (hwān dā gōos-mān') and Francisco Maldonado (frān-sē'skō māl-dō-nā'thō).

There was little maize in the place, and the Governor moved to another town, half a league from the great river, where it was found in sufficiency. He went to look at the river, and saw that near it there was much timber of which piraguas<sup>1</sup> might be made, and a good situation in which the camp might be placed. He directly moved, built houses, and settled in a plain a crossbow-shot from the water,

bringing together there all the maize of the towns behind, that at once they might go to work and cut down trees for sawing out planks to build barges. . . .

During the thirty days that were passed there, four piraguas were built, into three of which, one morning, three hours before day-break, the Governor ordered twelve cavalry to enter, four in each, men in whom he had confidence that they would gain the land notwithstanding the Indians, and secure the passage

1. piraguas (pī-rā'gwəz): flat-bottomed sailing boats.

or die: he also sent some crossbowmen of foot with them, and in the other piragua, oarsmen, to take them to the opposite shore. He ordered Juan de Guzmán to cross with the infantry, of which he had remained captain in the place of Francisco Maldonado; and because the current was stiff, they went up along the side of the river a quarter of a league, and in passing over they were carried down, so as to land opposite the camp; but, before arriving there, at twice the distance of a stone's cast, the horsemen rode out from the piraguas to an open area of hard and even ground, which they all reached without accident.

So soon as they had come to shore the piraguas returned; and when the sun was up two hours high, the people had all got over.<sup>2</sup> The distance was near half a league: a man standing on the shore could not be told, whether he were a man or something else, from the other side. The stream was swift, and very deep; the water, always flowing turbidly, brought along from above many trees and much timber, driven onward by its force. . . .

2. *got over*: This crossing was made some miles below Memphis, either at Council Bend or Walnut Bend in Mississippi.

Between 1540 and 1542 Francisco Vásquez de Coronado (frän-thēs'kō vās'kāth dā kō'rō-nā'thō) led an expedition from Mexico into the Southwest, in search of the Seven Cities of Cibola, fabled for their great wealth. Coronado reached the Pueblo tribes of the Southwest, the Grand Canyon, and the Great Plains. A record of this expedition was kept by Pedro de Castañeda (pě'drō dā kās-tā-nyā'thā), a soldier in Coronado's army, whose narrative was not published until the nineteenth century. In the following excerpt, he describes the Indian villages of the Pueblos.

In general, these villages all have the same habits and customs, although some have some things in particular which the others have not. They are governed by the opinions of the elders. They all work together to build the villages, the women being engaged in making the mixture and the walls, while the men bring the wood and put it in place. They have no lime, but they make a mixture of ashes, coals, and dirt which is almost as good as mortar, for when the house is to have four stories, they do not make the walls more than half a yard thick. . . .

The young men live in the estufas,<sup>1</sup> which are in the yards of the village. They are underground, square or round, with pine pillars. Some were seen with twelve pillars and with four in the center as large as two men could stretch around. They usually had three or four pillars. The floor was made of large, smooth

stones, like the baths which they have in Europe. They have a hearth made like the binnacle or compass box of a ship, in which they burn a handful of thyme<sup>2</sup> at a time to keep up the heat, and they can stay in there just as in a bath. The top was on a level with the ground. Some that were seen were large enough for a game of ball. When any man wishes to marry, it has to be arranged by those who govern. The man has to spin and weave a blanket and place it before the woman, who covers herself with it and becomes his wife. The houses belong to the women, the estufas to the men. If a man repudiates his woman, he has to go to the estufa. It is forbidden for women to sleep in the estufas, or to enter these for any purpose except to give their husbands or sons something to eat. The men spin and weave. The women bring up the children and prepare the food. . . .

1. *estufas* (ě-stōō'fəz): chambers in which sacred fires are kept burning.

2. *thyme*: here, sagebrush.



**Selection  
Test**

NAME \_\_\_\_\_

CLASS \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

## Spanish Explorers in the Americas

### AN OPEN-BOOK TEST (Pages 12-14)

**Directions:** Write the letter of the best answer to each question. (20 points each)

1. What part of the present United States did Cabeza de Vaca and his companions wander across after they were shipwrecked?
  - a. Florida, Arkansas, and Texas
  - b. Arizona, Utah, and California
  - c. Texas, New Mexico, and Arizona
  - d. Mississippi, Louisiana, and Texas1. \_\_\_\_\_
2. Cabeza de Vaca's narrative reveals that the Native Americans who enslaved him and his men
  - a. traded mats and nets with other tribes
  - b. were in constant search for food
  - c. ate only raw meat
  - d. were converts to Christianity2. \_\_\_\_\_
3. How did de Soto's expedition cross the Mississippi?
  - a. They built a raft.
  - b. They commandeered canoes from the Native Americans.
  - c. They built four sailing boats.
  - d. They forded the river on horseback.3. \_\_\_\_\_
4. When Coronado explored the American Southwest, he was searching for the
  - a. Seven Cities of Cibola
  - b. Fountain of Youth
  - c. Grand Canyon
  - d. Pacific Ocean4. \_\_\_\_\_
5. According to these accounts, the Pueblo tribes
  - a. treated European explorers badly
  - b. were conquered by de Soto's cavalry
  - c. exhibited a highly organized society
  - d. existed only at a subsistence level5. \_\_\_\_\_

**SELECTION QUICK CHECK****Score**

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**from *La Relación* by Álvar Núñez Cabeza de Vaca (page 62)****Use complete sentences to answer the following questions.**

1. What do the sailors do when they first reach land? \_\_\_\_\_


2. Why does Lope de Oviedo think he is in a Christian country? \_\_\_\_\_


3. What do the native inhabitants promise to do for Cabeza de Vaca and his men? \_\_\_\_\_


4. What happens when the explorers set out the next night? \_\_\_\_\_


5. Why do the native inhabitants light fires along the way to their lodges? \_\_\_\_\_
